**Chapter 4: Verbs**

**8th Grade Note Packet**

**Lesson 1: What is a Verb?**

* A verb is a word used to express an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, or a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + Two main types of verbs are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ verbs and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ verbs,
  + Both kinds can be accompanied by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ verbs.
* Action Verbs
  + An action verb tells \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + The action it expresses may be either \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
    - The roller coaster climbs up a hill.
    - Then the coaster plunges straight down.
    - Some people hate amusement parks.
    - Others enjoy them.
* Linking Verbs
* A linking verb links its \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, to a word in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,.
* The most common linking verbs are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the verb \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Linking Verbs

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| * **Forms of Be** | * **Verbs that Express Condition** |
| * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Appear, become, feel, grow, look, remain, smell, sound, taste |

* Linking Verbs, Continued:
  + The Cyclone is a roller coaster.
  + Its name sounds dangerous.
* Some verbs can serve as either \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ verbs.
* A passenger looks at the roller coaster.
  + She looks eager.
  + She feels ready.
  + She feels the steel bar across her lap.
* Helping Verbs and Verb Phrases
  + Helping verbs help \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, verbs express \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, shades of meaning
  + The combination of one or more helping verbs with a main verb is called a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
    - Many people will ride the Cyclone this weekend.
    - They must want some thrills in their lives.
* Some verbs can serve both as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ verbs and as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ verbs.
  + For example, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stands alone in the first sentence below but is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ verb in the second sentence.
    - Rich Rodriguez has no fear of roller coasters.
    - He has set a world roller coaster record.
* Common Helping Verbs

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| * Forms of Be | * Be, am, is, are, was, were, been, being |
| * Forms of Do | * Do, does, did |
| * Forms of Have | * Has, have, had |
| * Others | * Could, should, would, may, might, must, can, shall, will |

**Lesson 2: Action Verbs and Objects**

* Action verbs are often accompanied by words that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* These \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ objects and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ objects.
* A direct object is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that names the receiver of a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The direct object answers the question \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + Evel Knievel gained much fame.
  + He performed dangerous stunts on a motorcycle.
* An indirect object tells \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ an action is being done.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that often take indirect objects include *bring, give, hand, lend, make, send, show, teach, tell,* and *write*.
  + Knievel gave a thrill. (Gave a thrill to whom?)
  + Knievel gave his fans a thrill.
  + Knievel taught his son some stunts.
* If the word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ appears in the sentence, the word that follows is NOT an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + Show the stunt to us.
  + Show us the stunt.
* Transitive and Intransitive Verbs
  + An action verb that has a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is called a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ verb.
  + An action verb that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a direct object is called an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ verb.
    - Knievel cleared nineteen cars in one stunt.
    - His motorcycle sailed through the air.
* Sometimes an intransitive verb is followed by a word that looks like a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but is really an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* An adverb tells *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*, but a D.O. answers the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Lesson 3: Linking Verbs and Predicate Words**

* The word that a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ verb connects its subject to is called a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The subject complement \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the subject.
* Some common linking verbs are *is, feel, seem,* and *look.*
  + Paul Revere’s mount was a saddle horse.
  + The mare seemed very fast.
* A predicate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a noun that follows a linking verb and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the subject.
  + Brown Beauty was the mare’s name.
  + Mr. Larkin was the horse’s owner.
* A predicate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is an adjective that follows a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ verb and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the subject.
  + Saddle horses are powerful.
  + They look distinctive.

**Lesson 4: Principal Parts of Verbs**

* Every verb has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ called its \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* These principal parts are used to make all of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the verb.
* Balloonists sail on wind currents.
  + - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* They often are riding jet streams.
  + - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Bertrand Piccard and Brian Jones circled the earth in a balloon in 1999.
  + - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Many balloonists have tried the feat.
  + - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* The four principal parts of a verb:
* Notice that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are used with the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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| **Present** | **Present Participle** | **Past** | **Past Participle** |
| Sail | (is,are) sailing | Sailed | (has, have) sailed |
| lift | (is, are) lifting | Lifted | (has, have) lifted |

* Regular Verbs
* There are two kinds of verbs, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* A regular verb is a verb whose \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are formed by adding \_\_\_\_\_\_\_ or \_\_\_\_\_\_\_ to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ form.
* It forms the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by adding \_\_\_\_\_\_\_ to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ form.

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| **Present** | **Present Participle** | **Past** | **Past Participle** |
| Succeed | (is, are) succeeding | Succeeded | (has, have) succeeded |

**Lesson 5: Irregular Verbs**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Verbs are verbs whose past and past participles are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by adding –ed or –d to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Common Irregular Verbs
* For more examples, see pg. 102-103 in your hardcover book
* Group 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + Present: Burst
  + Past: burst
  + Past Participle:(has, have) burst
* Group 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + Present: Bring
  + Past: brought
  + Past Participle: (has, have) brought
* Group 3: The past participle is formed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ form.
  + Present: Bite
  + Past: bit
  + Past Participle:(has, have) bitten
* Group 4: The past participle is formed from the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ form, often by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + Present: do
  + Past: did
  + Past Participle: (has, have) done
* Group 5: The last vowel changes from *\_\_\_\_* in the present, to *\_\_\_\_* in the past, to *\_\_\_\_* in the past participle.
  + Present: Begin
  + Past: Began
  + Past Participle: (has, have) begun
* The irregular verb *Be:*
  + The past and past participle \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
    - Present: am, are, is
    - Past: was, were
    - Past Participle: (has, have) been

**Lesson 6: Simple Tenses**

* A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a verb form that shows the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of an action or condition.
* Verbs have three simple tenses: the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Understanding Simple Tenses
* The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ shows that an action or condition occurs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + The hatch of the lunar module opens.
* The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ shows that an action or condition was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + The module reached Tranquility Base thirty minutes ago.
* The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tense shows that an action or condition \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the future.
  + Soon the occupants will walk on the moon.
* A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ form of a verb expresses an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The progressive forms of the three simple tenses are used to show that actions or conditions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in progress.
* Progressive Tenses
  + Present Progressive:
    - You are operating a virtual-reality model of the Apollo 11 mission.
  + Past Progressive:
    - You were blasting off before.
  + Future Progressive:
    - You will be sharing the game with a friend.
* Forming Simple Tenses

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|  | **Singular** | **Plural** |
| Present (present principal part) | I moonwalk.  You moonwalk.  He moonwalks. | We moonwalk.  You moonwalk.  They moonwalk. |
| Past (past principal part) | I moonwalked.  You moonwalked.  She moonwalked. | We moonwalked.  You moonwalked.  They moonwalked. |
| Future (will + present part) | I will moonwalk.  You will moonwalk.  It will moonwalk. | We will moonwalk.  You will moonwalk.  They will moonwalk. |

* Forming Progressive Tenses
  + To make the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ form of one of these tenses, add the present, past, or future form of \_\_\_\_\_\_\_\_\_ to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (-ing verb).
    - Present Progressive: I \_\_\_\_\_\_\_ moonwalking.
    - Past Progressive: I \_\_\_\_\_\_\_ moonwalking.
    - Future Progressive: I \_\_\_\_\_\_\_\_\_\_\_ moonwalking.

**Lesson 7: Perfect Tenses**

* The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tense places an action or condition in a stretch of time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the present.
  + Many people have rafted through the Grand Canyon.
    - People rafted through the canyon at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ before the present.
* The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tense places a past action or condition \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or condition.
  + After the guide had straightened the raft, we entered the rapids.
    - The straightening occurred before the entering.
* The future perfect tense places a future action or condition before another future action or condition.
  + We will have cleared many rapids before the trip ends.
    - The clearing will occur before the ending.
* Forming Perfect Tenses
  + To form the present perfect, past perfect, or future perfect tenses, add the present, past, or future form of *have* to the past participle.

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|  | **Singular** | **Plural** |
| **Present Perfect**  (*has* or *have* + past participle) | I have rafted.  You have rafted.  She has rafted. | We have rafted.  You have rafted.  They have rafted. |
| **Past Perfect**  (*had* + past participle) | I had rafted.  You had rafted.  He had rafted. | We had rafted.  You had rafted.  They had rafted. |
| **Future Perfect**  (*will have* + past participle) | I will have rafted.  You will have rafted.  She will have rafted. | We will have rafted.  You will have rafted.  They will have rafted. |

**Lesson 8: Using Verb Tenses**

* A good writer uses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to indicate that events occur at different times.
* If you do not need to indicate a change of time, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from one tense to another.
* Writing about the Present
  + The present tenses convey \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that occur in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + When you write about the present, you can use the present tense, present perfect tense, and present progressive form.
  + Present: People ride many animals besides horses.
  + Present Perfect: Indians have trained elephants for thousands of years.
  + Present Progressive: Elephant handlers are continuing an old tradition.
* Writing about the Past
  + The past tenses convey \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the past.
  + When you write about the past, you can use past verb forms to indicate the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + Using these forms correctly will make it easier for readers to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Writing about the Past, cont.
  + Past: In 218 B.C., Hannibal’s army crossed the Alps with elephants.
  + Past Perfect: Other generals had used elephants in war before Hannibal did.
  + Past Progressive: Hannibal’s elephants were scaring the Roman army’s horses, as well as its soldiers.
* Writing about the Future
  + The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tenses convey actions and conditions that are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + By using different future verb forms, you can show how future events are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Writing about the Future, cont.
  + Future: Maybe you will ride an elephant one day.
  + Future Perfect: By the time you are an adult, perhaps elephants will have survived threats to their existence.
  + Future Progressive: Elephant herds will be prospering with protection.

**Lesson 9: Troublesome Verb Pairs**

* Some verbs seem similar but are actually \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ words with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ meanings.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ verb pairs include *lie* and *lay*, *sit* and *set*, *rise* and *raise*, and *let* and *leave*.
* Lie and Lay
  + \_\_\_\_\_\_\_\_\_ means “to rest in a flat position.” It does not take an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
    - The worker lies near the tree.
  + Lay means “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” It does take an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
    - He lays a bucket near the tree.

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| **Present** | **Past** | **Past Participle** |
| Lie/lies: Al lies down. | Lay: Al lay down | Lain: Al has lain down. |
| Lay/lays: Al lays the sponge down. | Laid: Al laid the sponge down. | Laid: Al has laid the sponge down. |

* Sit and Set
  + Sit means “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” It does not take an object.
    - The worker sits by the window.
  + Set means “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” It does take an object.
    - He sets the squeegee near the sill.

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| **Present** | **Past** | **Past Participle** |
| Sit/sits: He sits on the ledge. | Sat: He sat on the ledge. | Sat: He has sat on the ledge. |
| Set/sets: Amy sets down the screen. | Set: Amy set down the screen. | Set: Amy has set down the screen. |

* Rise and Raise
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ means “to move upward” or “to get out of bed.” It does not take an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
    - Lee rises before dawn every morning.
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ means “to lift” or “to care for or bring up.” It does take an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
    - Lee raises the window.

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| **Present** | **Past** | **Past Participle** |
| Rise/rises: The hot air rises. | Rose: The hot air rose. | Risen: The hot air has risen. |
| Raise/raises: Irene raises the screen. | Raised: Irene raised the screen. | Raised: Irene has raised the screen. |

* Let and Leave
  + Let means “to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” or “to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
    - Frank let his son operate the rig.
  + Leave means “to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” or to allow something to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ where it is.”
    - Marta leaves the windows closed.
  + Both let and leave may take an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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| **Present** | **Past** | **Past Participle** |
| Let/lets: Anna lets me help. | Let: Anna let me help. | Let: Anna has let me help. |
| Leave/leaves: Tom leaves for work at noon. | Left: Tom left for work at noon yesterday. | Left: Tom has left for work. |